

because they know that when he is ^{very} young, ^{his is the} side
 in his behavior that also is human nature ^{is the side}
 of his nature they must foster. They know, too, ^{that they must}
~~begin this foster~~ ^{from the first} fostering of the food ~~can~~ ^{can} early by assiduous
 care in the forming of good habits. ^{It is worth remembering}
^{that there} is such a thing as a vulgar infant. The child who
 has been laughed at, teased, indulged, & caused to turn
 off from the moment of his first consciousness, ^{on the other}
^{hand,} there are ^{also} infants who manifest the sweet digni-
 ty beside proper to them as persons, a propriety of behavior
 upon which their parents have not presumed to encroach.
 A child ^{praiseworthy} ^{as everybody knows,} air, sunshine, exercise, sleep, & nourish-
 ment. It is only necessary to please of the last.

Many children, especially in families of the lower middle
 class, are insufficiently nourished ^{show it when they are}
~~men women~~ ^{women}. Highly respectable ^{worthy} ^{honorable} parents, in their
 anxiety to keep up appearances, chide, ^{unconsciously} ~~that they are~~
 not conscious of the fact; upon how little food they & their
 children can support life. They do not becomingly matter
 much, live in a house of some pretensions, & do not
 perceive that they are getting themselves & their children into
 the habit of 'not much appetite', a habit which results
 in hollow cheeks, meagre ^{from} ^{poor} & dull intelligence
 in middle life.

~~made public~~
 not be published. These literary efforts would hardly do credit to a nation of imbeciles ^{an} ~~and~~ ⁱⁿ ~~inadequately~~ ^{inadequately} inadequate result of the labour & cost bestowed on the education of children with brains.

Here, again, insufficient nourishment appears to be the cause of failure. ~~Greivous~~ ^{Intellectual} children, if not of ~~mass~~ ^{intellectual} better, than of ~~mental~~ ^{intellectual} parvulum. Children who go to school hungry for knowledge get the diluted stuff of the oral lesson or the sawdust of the book-work of the Reader. Their minds refuse to assimilate stuff which is pith-less & feeble, ~~that which is learned~~ ^{lessons} becomes knowledge only through the act of assimilation, the digestion process of the mind. Parents are a good deal to blame for the fact that the teacher comes to regard himself as a sort of conduit through which all ~~knowledge~~ ^{collected} ~~and~~ must be passed like that vacant & inactive receptacle - the mind of a child. Parents ^{demand} ~~must~~ prizes of places & examinations to assure them of their child's standing & progress. But these tests prove nothing but that a boy's emulation & ambition are being played upon at the cost of that desire for ~~recreation~~ ^{recreation} knowledge for its own sake which is nature's provision for our ~~intellectual~~ ^{intellectual} intellectual growth. In another respect parents of all classes err. They are parsimonious about

While

books. ^{They} readily enough spend upon bat or hockey sticks, they begrudge the price of each new book a child brings home. A parsimony ~~is~~ very much on a level with that which grudges bread butter, ^{for as} the body grows on the one side so the mind on the other. A boy or girl of fourteen or fifteen, should have read in school hours at least ~~two~~ hundred volumes, books that are worth while, books such as any intelligent person would be glad to read, ^{eliminating} striking out needless, abridgements, ^{epitomes} ~~and~~ extracts & the like. ~~He should have had no homework or evening study, but~~ ~~should be neat: execute at various handicrafts, should~~ be able to use pencil or brush as a means of expression, & should have some real intimacy with a wide range of natural objects & phenomena. At first, he might be required to read once, for the first time, a chapter in one of the Waverley novels & reproduce it, either orally or in writing, in vigorous, fluent, English; or he might record all the observations on natural objects he had made on his way to school, ^{or, say, or play a few hours at night, or so on.}

The method of this sort of work is reading observation; the teacher is ~~released~~ released from the headmaster's labour of getting the 'beggarly elements' of education into unwilling minds as Mr. Forster's proper office, that of directing, inspiring, stimulating.

Examples

Through certain rules ~~problems~~ is not only great educational values consumes time that might be better used.

The manner of education that Melsted cut has been tried upon hundreds or thousands of children with great effect through a number of years. The children ^{taught in this way upon both sides} acquire great power of attention both with things & books, ^{as well as} great power of expression whether with ^{brush} or pen or oral speech. They prove the truth of Bacon's axiom that studies are for delight & they become resourceful, capable, persons, able to act upon their own initiative. (so next page)

As for languages, Latin is so satisfying, I could a beginner, & French, at any rate, is necessary.

We need not fear that bête noir - a crowded curriculum for children living books, & they do the work in a third of the time the oral lesson demands, & do it with perfect accuracy & comprehension; & they, like their elders enjoy a crowded hour of glorious living; it is slothfulness of fathers that falls upon them. Besides, this sort of work gives them leisure for hobbies; they need do no home-work or evening study.

- What we want is a common curriculum for schools of all classes ^{for the masses} up to the age of fourteen or fifteen. Every child has a right to a living education & to as much of it as he can take; & it is only through the demand of a common curriculum that we shall attain that golden rule Comenius was in search of - "whereby teachers shall teach less & scholars shall learn more."

"Studies Serve for Delight, for Ornament, for Ability"
A. P. M. E. U. Manifesto.

Mr. Sadler has made us familiar with the phrase "educational unrest". We all feel its fitness. Never were there more able & devoted teachers whether as the Heads or in the staffs of schools of all classes. Cost, labour, research are freely spent on education. Yet there is something amiss beyond that 'divine discontent' which leads to effort.

The fact is we know that a change of front is necessary, we are ready, provided that the change be something more than an experiment. Headmasters & Masters of Preparatory Schools are, I believe, amongst the persons most ready to fall in with a sound reform. But, because the gentlemen have wide experience & highly-trained intellects, they are unwilling to launch changes which have not a philosophic basis as well as a utilitarian end.

Perhaps you will allow us of the P. M. E. U. to offer our modest quota of suggestion. Hitherto we have passed on the public rather our ^{private} views on home-training than those on school-teaching.

ast

but this is because we have been unwilling to disturb the existing order. We have ~~however~~ ^{however} during the last twelve years worked out a unifying principle ~~in a~~ ^{in a} ~~method~~ ^{method} with happy results. Speaking of Secondary Education in Kendal lately, Archdeacon Wilson said that we fail, so far as we do fail, because we have no definite aim. Now the P.M.U. exists because it has a definite aim ~~exists~~ ^{exists} to carry out that aim.

I need not ^{now} speak of the few principles which form a ~~sufficient~~ ^{sufficient} guide to us in the general up-bringing of children; but that which guides us in what is commonly called Education - the teaching of knowledge - may be found to indicate the key to ^{educational} ~~our~~ failures & a guide to reform.

To adapt a phrase of Matthew Arnold's concerning religion, - Education should aim at giving knowledge "touched with emotion".

Andriksa Bremer has a charming episode in Neighbours where two school-girls fight a duel on behalf of their heroes - Charles XIIth and Peter the Great: I believe ~~as~~ ^{as} a drop of blood was shed. Parents may be glad that we have no duels today! We do not have heroes, we have marks.

Knowledge for us is not 'lunched with emotion' unless it be that of personal acquisitiveness & emulation. The boys & girls have in them to be as generous & enthusiastic as ever; that they leave school without interests beyond that of preparing for further examinations or the absorbing interest of games, is no doubt the fault of the schools.

Perhaps the "unrest" of the public mind at home & ~~abroad~~ abroad about secondary education is due to the fact that young people are turned out from excellent schools deritalised as far as their minds go. In "Large draughts of intellectual dry" Mr. Benson of Eton speaks ^{very} frankly. He says, - "I honestly believe that the master of public schools has two strong ambitions - to make boys good & to make them healthy; but I do not think they care about making them intellectual; intellectual life is left to take care of itself. My belief is that a good many masters look upon the boys' work as a question of duty - that is, they consider it from the moral standpoint not from the intellectual. It must be frankly admitted that the intellectual standard maintained at the English public schools is low; what is the schoolmaster by H.C. Benson of Eton College. XIX. Century Dec 1902.

have been offered to them must
or yet, the mind was then
begin with.

more serious, I do not see any evidence that it is ¹⁹⁴⁴ tending to become higher!"

Mr. Ladler, with perhaps wider knowledge says the same thing "Our secondary schools have many ^{capital} good points but intellectually they are behindhand."

Compare with those of the Continent

Mr. Benson undeniably speaks from personal knowledge; but is it a fact that so intellectual a body as our Headmasters deliberately forgo intellectual distinction in their schools? Or is it not rather that examinations throw them back on the pseudo-intellectual work known as 'exam'. For this reason some of us deprecate the registration of teachers as a backward movement. Hundreds of mediocre young women set themselves to cram for a course of examinations often a long course, to end at last in Registration. Already Headmistresses feel the evil requinox diligently for mistresses who are "in the usual sort".

For this reason we do not seek as students in our training college, young women who have 'graduated' or 'matriculated' or the like. Women are apt to be over-stimulated (page 6 follows on) (then about of page 5) —

"Yes", said a Professor of one of our universities the other day, "I find that with my women-students they will grind through the words of wisdom of the lecturer, but the men go & play foot-ball."

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bar
2. conscientious, and the strain of
moral effort carried on through
years of preparation for
successive examinations is
often apt to leave a certain dullness
of apprehension. ^{There are brilliant exceptions} But the average
young woman who has under-
gone such an experience has
little initiative, is slow of
perception, not readily adaptable,
not quick in the uptake; is in
fact a little dethatched.

I have ^{often} spoken of the moral effort in this connection, because, as a matter of fact, the labour of preparing for examinations, of going through that long sustained grind, is apt to be rather a moral than an intellectual effort. With young men it is otherwise, they are ^{commonly} less strenuous, less absorbed, therefore perhaps more receptive to the ideas that beset the way of their studies. Like like a candidate for admission.

that is the part of the picture which
especially concerns us, upon the graceful
figures representing the Seven Liberal Arts
with the typical teacher of each below.
Thus Arithmetic is represented by Zoroaster,
Geometry by Euclid, Music by Tubal Cain,
Rhetoric by ^{his} own; a truly liberal
scheme which means for us that
there is no such thing as secular
education but that also living
teaching and living learning come
by inspiration.

^{perhaps} ~~Perhaps~~ The ~~ancient~~ ^{ancient} idea that comes
~~next in importance~~ ^{next in importance} is that Education
is the Science of Relations; by
which phrase we mean that
children come into the world with
a natural "appetency" ^{to} use Coleridge's
word, ^{or} affinity with, all the
material of knowledge,
with the ~~unselfish~~ ^{unselfish} interest in the
heroic part in the affections,
with a keen desire to know
about every thing that moves them.

~~about them~~, about strange places
 & strange peoples, about the how
 & the why of the operations they
~~perceive in nature~~: with a
 desire to handle materials to
 make: a desire to run rid so
 far & do ^{whatever} everything that the law
 of gravitation will permit them.
 Therefore we do not feel it is lawful
 in the early days of a child's life
 to select certain subjects for his
 education to the exclusion of others,
 to say he shall not learn Latin for
 example, or shall not learn Science,
 but that he shall have relations
 of pleasure & intimacy established
 with all the interests proper
 to him, learning not a slight
 & incomplete smattering about
 this that subject, but plunging
 into the beginning of real
 knowledge, with a great field
 before him which in all his life
 he will not be able to explore but
 which is for him a region of interest & delight.

X In this conception we get that "touch of emotion" which vivifies knowledge for it is probable that we feel only as we are ^{our minds into} ~~transfused~~ ⁱⁿ relation with ~~the things proper to us~~. We get courage to attack so wide a programme through a few working ideas or principles: one of these is there is no such thing as the "child mind"; we believe that the ignorance of children is illimitable but that, on the other hand, their Sturges-like intelligence is hardly to be measured or reckoned with by our slower wits.

In practical working we find this idea a great power; the teachers don't talk down to the children, there is no elaborate graciousness as of an affable archangel; they are careful not to explain any word that is used or to ascertain if children understand any detail. As a girl of twelve or so the writer browsed a good deal on Couper's poems & somehow took an interest in Mrs. Montagu's Feather Hangings. Only the other day did the ball to fit that socket arrive in the shape of an article in The Quarterly on The Queen of the Bluesockings. Behold there was my Mrs. Montagu with her feather-hangings! The

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pleasure of meeting with her after all these years was extraordinary. In no way is knowledge more enriching than in this of leaving behind it a so to speak dormant appetite for more of the kind. The recent finds at Knossos are only to be appreciated by those who recall how Ulysses fabled his stay at Crete with its ninety cities. Knossos & King Minos & the rest. Not what we have learned but what we are waiting to know, is the delectable part of knowledge. Knowledge with us is not petrified or desiccated or diluted but is offered to the children & with

some substance in it some vitality.
 We find that children can cover a
 large field of various knowledge,
 with delight and intelligence on the
 same time that is sometimes
 wasted over the three Rs and
 abject lessons and other much
 diluted matter in which the
 teaching ^{is more than} ~~plays~~ a more considerable
 part than the knowledge.

It is the easier for us to deal in this
 direct fashion with knowledge
 because we are not embarrassed
 by the necessity of cultivating
 faculties; for working purposes,
 the so-called faculties are resolvable
 into mind; and the normal mind
 we find ^{is} ~~is~~ as ^{well} ~~fitted~~ to deal
 with knowledge as are the
 normal digestive organs with food.

Our concern is simply to
 give a child such knowledge as
 shall open up for him as large
 a share as may be of the world

which is not the same thing as 'remembering'. It is
 he has in for his own enjoyment. 19 pl 1 pneu 49
 As there are gymnastics for the
 body, so we recognise that there
 are certain subjects whose use
 is chiefly disciplinary for the
 mind & others we avail ourselves.
 A further analogy: as the digestive
 organs are incited by appetite,
 so we recognise that every child
 comes into the world with a few
 inherent desires: some, more
 some less, the desire of power,
 of praise, of wealth, of distinction
 of society & of knowledge.
 It seems to us that education
 which appeals to the desire of wealth,
 (marks prizes, scholarships or
 what not), or to the desire of
 excellence (as in the taking of
 class places &c), ~~are~~^{or} to any other
 of the natural desires except
 that of knowledge, destroys the
 balance of character; & what
 is more fatal, destroys by insidious

Again, in my various
 labours, what am I concerned
 in the education of the
 child, I suppose it is inevitable
 that I should have seen
 that I may have been
 somewhat of a

that desire for delight in knowledge which is meant for our joy & enrichment through the whole course of our life. "A desire for knowledge," says Johnson, "is the natural feeling of mankind & every human being whose mind is not debauched will be willing to give all that he has to get knowledge." ~~What is that?~~ ^{Is it} possible that what ~~we~~ ^{we} have been called "man-hunger" is a debauchery of the mind? ~~This~~ ^{It does not} ~~is not~~ ^{does not} ~~that~~ ^{we} pointedly exclude emulation & so on; but we find lessons are so interesting to children that they need no other stimulus.

"A desire for knowledge," says Johnson, "is the natural feeling of mankind. Every human being whose mind is not debauched, will be willing to give all that he has to get knowledge."

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that desire for & delight in knowledge which is meant for our joy and enrichment through the whole course of our life.

Thinks
"Johnson" after

Do it possible that
what ~~the~~ ^{the} ~~children~~ ^{children}
call "on a whim"
is in fact a
deliberate
of the mind.

It is not that we include "mimicry" for example; but that we find lessons are so interesting to children that they need no other stimulus.

Another corollary of the principle that education is the Science of Relations, is that no education seems to us worth the name which has not made children at home in the world of books, and so related their mind to mind with the thinkers & enthusiasts who have dealt with one or another part of knowledge. We reject & pilonous compilations & their like & put into the children's hands books which long or short, are living. Thus it becomes a large part of the teacher's work to help children to deal with their books & the oral

Lesson lectures play ^{but} a small part in education rarely used chiefly to summarise or to expand or illustrate. I shall go into this matter more fully in speaking of what is called the Passio Review School, ^{but the} effect on the ^{children by the} House of Education, our Training College, is striking; they are delighted with the books they find the children using in the Practising School; read round this that subject for themselves, ~~are~~ ^{common} stirred by an intelligent curiosity.

Too much faith is placed in oral lessons & lectures; "to be poured into like a bucket" as Carlyle says, "is not exhilarating to any soul" neither is it exhilarating to have very difficultly explained to weariness or to have the explanation teased out of one by questions. Dr. Johnson, on a similar provocation did swift ~~etc~~ execution upon his questioner: "I will not be put to the question. Don't you consider, sir, that there are no the manners of a gentleman? I will not be baited with what or why; what is this? what is that? why is a cow's tail long? why is a fox's tail bushy?"

Oral lessons have their occasional use rather than they are fitly given it.

if: ~~see~~ Professor Raleigh's Wordsworth Notes for father page 168

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is the children who ask the questions
when they want a point cleared up.
~~Besides~~ ^{or rather} ~~it~~ ^{it is} does not think it wholesome
for a teacher to pose as a priest or
~~source~~ ^{source} of all knowledge. He
gives 'bunch' lessons. Such lessons
~~no doubt~~ are titillating for the
moment, but they give children the
minimum of mental labour &
the result is ~~very~~ much the same
as that left on older people by
the reading of a magazine.

Many facts & some ideas have
glanced through the mind but
little remains except in a
confused & perhaps uplifting
sense of having waded in informa-
tion or speculation.

We find on the other hand that
in working through a considerable
book which may take ^{two} or ^{three} ~~2~~ or ~~3~~
years to master the interests of
boys & girls is well sustained to
the end; they develop an intelligent

curiosity art causes consciousness
are in fact educating themselves.

*For the same reason, i.e. that we may not
paralyse the mental vigour of children
we are very chary in the use of
appliances (except such as the
microscope telescope magic lantern etc.)
I heard a schoolmaster, who had a
school in a shipbuilding town, say
that he had demanded & got
from his Committee, a complete
sectional model of a man-of-war.
No doubt such a model would be
of great use to his boys when they
have begun ^{learn} work in the yards, but
during their school years. I believe
the effect would be multiplying,
because the mind is not able
to conceive with an elaborate model
as basis.

Last year I happened to visit
Herr Block's admirable Peace
& War show at Lucerne.
Torpedoes were ^{very} fully illustrated by

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models, sectional diagrams & what not
but I was not enlightened. I asked
my neighbour at dinner to explain
the principle of a torpedo; he
took up his Spectacle Case, as an
illustration & after a few sentences
my intelligence had grasped what
was distinctive in a torpedo.
This gentleman turned out to have
been in the War office and to
have had the buying of torpedoes
in the teacher.
The power of illustrating a principle
by any object at hand, or by a
few diagrammatic lines on the
blackboard appears to me to
do more for education than
the most elaborate equipment
of models & diagrams. botanical
biological geological.

These things strike on the senses
introduce a torpor of thought
the moment they are presented.
Again, the coordination of ideas
is carefully uplaid, without

any reference to the clash of ideas
on the threshold or their combination
into apprehension marks, but
specially with reference to the natural
& inevitable coordination of
certain subjects. Thus in a series
of ~~lectures~~ ^{readings} on the ^{period of the} Armada we
should not direct the ^{debatable} ^{contemporary} ~~Arithmetic~~
Heroes to calculations as to the
amount of food necessary to
sustain the Spanish Fleet, because
there is ~~no more~~ inherent connec-
tion. This is an arbitrary not
an inherent connection, but
we should ^{read} ~~take up~~ such History
~~geography~~ ^{prose} & Literature as would
make the Spanish Invasion
live in the children's memory.

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11.

Believing that a child is in the world to ^{be} hold of all that he can of those possessions which endure, that full, happy & living, expanding, expansion, Resurcfulness, power of initiative, serviceableness, in a word - Character, for each of us, depends upon how far ^{he} we apprehend the relationships proper ^{to him} for how many of them ^{we are to hold of} we lay hold of, we are greatly uneasy when his education bears a young person with prejudices & "events" (in the sporting sense) rather than with interests & pursuits. In principle, we believe, the best of our young people have bring away from their schools fully as much as from their homes. Our educational shortcomings ^{seem} to be intellectual rather than moral.

Education, we think, should be by Things & by Books. Ten years ago education by Things was little thought of except in the games of public schools. Today a great reform has taken place & the ^{with} importance of education ^{by} upon Things is recognised everywhere. Sport & Disciplined exercise, ~~and many~~ ^{artistic} handicrafts, are seen to make for education as truly as do ~~grammar~~ & Geography & Latin.

Study
 Nature ~~has~~ ^{Study} come in later, but has come with a rush. I don't think works of art are allowed their chance with boys & girls. We shall see more ^{work} ^{to this means} ^{of usefulness} ~~more~~ ^{more} ~~things~~ ^{things} that do not speak with lips have much to teach us. But one great failure is in the matter of Books.

In the matter also the Public has done nothing. If Mr Indian Sikh quoted by Cornelia Sorabji ^{again} should visit us ^{would} ^{then} years hence it is to be hoped he ~~will~~ ^{would} not ~~longer~~ ^{longer} say of us, - "The very thoughts of the people are for merchandise. They have not learned the common language of Nature."

^{In} ^{just} ^{educational} ^{failure} ^{as in the matter} ^{of} ^{books} ^{store} ^{the} ^{knowledge} ^{of} ^{the} ^{world} ^{but} ^{the} ^{mass} ^{of} ^{knowledge} ^{the} ^{multitude} ^{of} ^{books} ^{our} ^{power} ^{we} ^{think} ^{we} ^{may} ^{select} ^{here} ^{there} ^{from} ^{this} ^{book} ^{that} ^{fragments} ^{of} ^{facts} ^{of} ^{knowledge} ^{to} ^{be} ^{imparted} ^{dealt} ^{out} ^{whether} ^{by} ^{the} ^{miserable} ^{little} ^{crum} ^{books} ^{on} ^{the} ^{oral} ^{lesson}.

Sir Philip Raps in ^{recent} address on Headwork & Handwork in Elementary Schools says some things worth pondering. He puts his finger perhaps he gives his workshop too big a place in the school of the future but certainly he puts his Spectator Aug 2. 1902

In the matter also the Public has done nothing. If Mr Indian Sikh quoted by Cornelia Sorabji should visit us years hence it is to be hoped he would not longer say of us, - "The very thoughts of the people are for merchandise. They have not learned the common language of Nature." In just educational failure as in the matter of books store the knowledge of the world but the mass of knowledge the multitude of books our power we think we may select here there from this book that fragments of facts of knowledge to be imparted dealt out whether by the miserable little crum books on the oral lesson. Sir Philip Raps in recent address on Headwork & Handwork in Elementary Schools says some things worth pondering. He puts his finger perhaps he gives his workshop too big a place in the school of the future but certainly he puts his Spectator Aug 2. 1902

As these tasks will be applicable to the creation of mental aptitudes, will be utilised in showing the children how to obtain knowledge for themselves..... In future the main function of education will be to train our hands & our sense organs & intellectual faculties, so that we may be placed in a position of advantage for seeking knowledge..... The scope of the lessons will be enlarged. Children will be taught to read in order that they may desire to read & to write that they may be able to write..... The children will be taught how to read what... ~~much work~~ is now separately taught as history, geography & grammar will be included in the reading lessons..... It will be the teacher's aim to create in his pupils a desire for knowledge, & consequently a love of reading, & to cultivate in them, by a proper selection of lessons, the pleasure which reading may be made to yield. The main feature of the reading lesson will be to show the ^{use} of books, how they may be consulted to ascertain what other people have said or done, & how they may be read for the pleasure they afford. The storing of the memory with facts is

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2

not part of elementary school work..... It is not enough that a child ~~knows~~ should learn how to write, he must know what to write. He must learn to describe clearly what he has heard or seen, to transfer to written language his sense-impressions, & to express concisely his own thoughts.

We should like to add to Sir Philip Magnus's conception a more emphasizing the habit of reading as a chief acquisition of school-life. It is only those who have read who do read.

In a word, I believe that our efforts at intellectual education commonly fail from ^{good} four causes (a) the real lesson which abits most is very poor twaddle & it's best, is far below the ordered treatment of the same subject by an original mind in the right book. The right books exist old & new in countless numbers but very great care is necessary in the choice as well as much experience of the rather whimsical tastes & distastes of children.

(b) the lecture, commonly gathered from various books in rapid notes by the teacher issuing in hasty notes, afterwards written out, finally crammed up by the pupils. The lecture is often careful, thorough, & well-illustrated but it is not equal in educational value to direct contact with the original mind of one able thinker who has written his book on the subject. Arnold, Thring, Bowen, we know lectured with great effect but then each of them lectured on only a few subjects & each lecture was as the breaking out of a spring of slowly gathered knowledge. We are not all Arnolds or even Bowens.

X(c) the text-book, compressed & recompressed from one or many big books. These handbooks are of two kinds - the frankly dry, uninteresting books which enumerate facts or details, & the easy & beguiling sort which skim over polished surfaces in list shippers by way of making easy progress. It is a ~~great~~ brief to find that our last great history book is, in part at any rate, of the beguiling order.

(d) the debauching of the mind which comes of exciting other desires to do the work of the ~~unmet~~ ^{unmet} fully adequate desire of knowledge.

But an ounce of example is worth more than a ton of precept. For the last twelve years we have tried the plan of bringing children upon Books & Things. No doubt, both in the Parents' Review School or in the Training College we know the taste of, —

"The sharp ingredient of a bad success." Taken on the whole, the results are pleasing. The average child studies with "delight." He does not say, he will remember all he knows but to use a phrase of Jane Austen's, he will have

him

in " a warm place in the imagination in many
regions of knowledge. Such warm place is a
growing place.

Our plan is a mere clipping in Jordan which
the heuristic teacher may well despise, but it
answers the methods ^{id} describe are so
easy & simple that any intelligent person may
take them up.

Will you be so very kind as to understand
that what follows is ~~meant~~ in praise
of Books as instruments of education not at
all in praise of our particular use of books.

Here as

Let me introduce the Parents' Review School by
 a few extracts from letters showing that
 children take ~~all~~ "delight" in their studies that
 ability is the result of them. Letters come too which
 show that the children's studies are for "ornaments"
 how their admiring elders are amazed, that the
 "that one small head should carry all he knew"
 children should have so much to say on a hundred
 interesting topics but this particular use of studies
 we keep in abeyance! B. background!

~~Amesbury~~ ~~from~~ ~~W. R. A.~~ ~~W. R. A.~~ ~~W. R. A.~~
~~Amesbury~~ ~~W. R. A.~~ ~~W. R. A.~~ ~~W. R. A.~~ ~~W. R. A.~~
 W. R. A. - W. R. A. - W. R. A. - W. R. A. - W. R. A. -

Delight.

"We love our work more & more & your excellent régime has turned a burden into a pleasure. I don't know how to be sufficiently thankful for knowing it. I told the little girls I was writing to you & they asked me to send you their love & say how they loved their lessons now especially ~~the~~ Geography books which I believe are to be taken away with them when they go for their summer holiday to the east coast in order to study them when passing through the different countries".

~~Amesbury~~ ~~W. R. A.~~ ~~W. R. A.~~ ~~W. R. A.~~ ~~W. R. A.~~
 W. R. A. - W. R. A. - W. R. A. - W. R. A. - W. R. A. -

"Westminster Abbey" is delightfully suggestive & I was greatly surprised to find that d. d. (7+6) could take in enough to make a strong impression of Mr. Browning's One of the Children & Lord Tennyson's Siege of Lucknow. They are not likely to forget Lord Shaftesbury Lord Lawrence.

"L - is charmed with Tanglewood Tales St. Paul's Cathedral - he learnt "The Charge of the Light Brigade" com amore after reading it. Of all his lessons I think perhaps he ^{most} looks forward to Geography & the cruise of the Sea-gull is quite a joy - indeed I don't know that he finds a single lesson "dry" & already he is getting Rem about "What we are to do next?"

19p29pnev49
29

Mr. C. ^(aged 8) ~~Wicks~~ —

"L. has taken to Latin & thinks it delightful - he finds it everywhere, especially in his Prayer-book - Psalms etc so it is another "open door" of interest.

~~Mr. Wicks~~, in Nov. D.

I am glad to say K - (9) has really worked well this term & says he thinks he has never enjoyed his lessons so much before, because he likes his present books so much."

19p30pnoo49
30

Mr. G, —

Ability

✓ "It may interest you to know that E - who was in the P.R. I entirely, since the age of 6, has done so well at school during his first term everyone thinks him so well trained. He is most intelligent & observant - which I attribute entirely to the early teaching of Nature done on P.M.U. lines. My eldest girl who commenced at a much later age has benefited least from the Nature training".

Mr. F,

Delia

✓ "I hear from a lady with whom my children (9 & 6) are staying today; this extract from her note may interest you, - 'The girls seem more interested in their studies & observations' than in any game. This method of education certainly attracts interest. The children's lessons are what they love! ~~This is the spirit which is what you work for I know.~~"

Mr. G -

(12, 10 & 9)

"I find all my children can put their ideas on paper so well & fully which is a great gain & their observation has been so wonderfully developed".

Mr. H -

"You will be glad to hear that W- (15 class iv) has taken a good position (having had an entrance exam) in the school to which she is going. She is placed in the upper vth form) K - (10 den ii) too is doing well at school."

Mr. D -

(14 + 11) You will be glad to hear that the two elder boys have just taken scholarships at the grammar school: we are very pleased. R - has the second for boys under 16, RR - the first for boys under 12."

Mr. J -

"I ~~trust~~ ^{do} that of the P.R.S. help more & more as I find in going on what a good foundation we have been laying in the past."

Mr. R -

"We feel we owe a great deal to the P.R.S. as T - whom we had next thought quick & who was very delicate was said to be clever & very well prepared when he went to school."

Mr. G

A member from India writes, - 12 years in P.R.S. I am writing to tell you that S - (15¹/₂ class iii) passed the Cambridge Junior at Christmas taking distinction in English & Scripture. She only began to work for it

more serious, I do not see any evidence that it is
tending to become higher.

in May & was the only girl in her center who took
any distinction excepting for drawing. As ~~Santa~~
only landed in February (from India) it is self-
evident that her success is mainly due to the
system of teaching in the P.R. School."

Mr. H.

"I should like to tell you what a help ^{School} the P.R.S.
has been from the parents' point of view, both
from its assistance in the choice of books & for
the opportunities it gave me of keeping in
touch with the children's work apart from the
useful test of the examinations."

^{Mr. H.}
A member writes from Jamaica, -

"In view of the two boys being settled in Scotland
I - ^{is} making maps of Scotland & reading Scottish
History. Some of his maps are very good & he is very
fond of map-drawing. Scott's novels have taken his
fancy too from his reading of The Abbot &
Kenilworth. He devours all kinds of books & collects
them too" Mrs. O.

"What an extremely nice book Arnold Forster's
English History is! I often find the girls reading
it like a story book."

TELEGRAMS,
LOUGHTON.

110 pl ne 049

Wade to Madras

OLD RECTORY,
LOUGHTON,
ESSEX.

aged 13

July 15. 1900

one of the pupils in the —

My dear Miss Mason.

"We have been so very
excited about the examina-
tions, in Geography. ^{M.} Hyatt wanted
the Alhambra and I wanted the
Provincia of Cordalucia and we
each got our wish. We also
like English History, and we

are very pleased to think
we are going to have the "Faerie
Queene" by Edmund Spenser,
and the "Fortunes of Nigel" next
term. French History Questions
were extremely nice, I

liked writing about the Edict
of Nantes. We finished our
work on Saturday morning.

Mabel Scott Russell